



July 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Comprehensive Assessment System is the State's measure of student progress in achieving the State standards, known as *Learning Results*, adopted by the Maine Legislature in 1997. The Maine Educational Assessment (MEA) is administered in grades 3 through 8 to meet these state assessment requirements. Since the spring of 2006, the SAT Reasoning Test™ (SAT) has been administered to students in their third year of high school in place of the MEA for state and federal purposes. The move from the MEA to the SAT in grade 11 was made to encourage all students in the goal of attaining college and high-level workplace readiness as well as to measure achievement. As last year, the mathematics portion of the SAT Reasoning Test™ was augmented with 18 additional mathematics items (the Math-A test) to more fully measure Maine's *Learning Results*. Additionally, Science and Technology testing resumed this year after a two-year hiatus. The combined tests form the Maine High School Assessment (MHSA).

Because the MHSA Science & Technology achievement level standards had not been revised in 2006 like all other disciplines, it was necessary to revise the standards for that discipline this spring. The new achievement level standards are the result of a comprehensive process informed by Maine teachers and reviewed by advisory committees. The achievement level standards for the 2008 Critical Reading, Writing and Mathematics sections of the MHSA were not changed.

These 2007-2008 Maine High School Assessment Summary Reports contain the results of student performance in critical reading, mathematics, writing, and science & technology reported according to the achievement standards described above and disaggregated by student and school characteristics. This report, together with individual student and subject-specific student roster reports, provides support for use in program evaluation and planning. All scores contained in these reports are included for Maine state and federal reporting purposes only. While scores for most students may also be used for college admission, scores for students who received accommodations during the test administration that exceeded those made available by the College Board are not college reportable.

The state results reflect scores based on SAT, Math-A, and Science & Technology test questions that were taken by over 15,000 students who were enrolled in their third year of high school across all Maine public schools. The MHSA employs a design that requires students to create a written response to a writing prompt, generate answers to open-ended mathematics and science & technology questions, and in all subjects, select answers to multiple-choice questions. More information about the design, history, and use of the SAT can be found at: http://www.maine.gov/education/sat_initiative/.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and graduate from any Maine high school prepared for college, career, and citizenship.

Sincerely,

Susan A. Gendron
Commissioner of Education



High School Report

Test Date: May 2008
ID: 11901454
SAU: Yarmouth Schools
School: Yarmouth High School

Contents of the Report

The report is divided into six main sections including a section describing the students tested and a separate section for the results in each content area.

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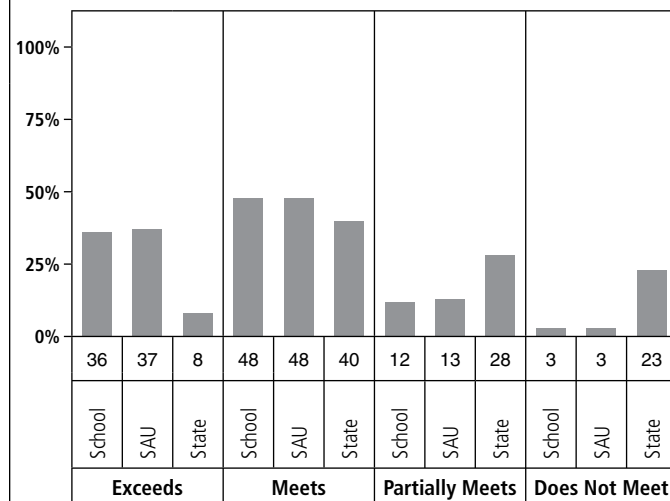
SUMMARY OF SCORES

Test Date: May 2008
SAU: Yarmouth Schools
School: Yarmouth High School

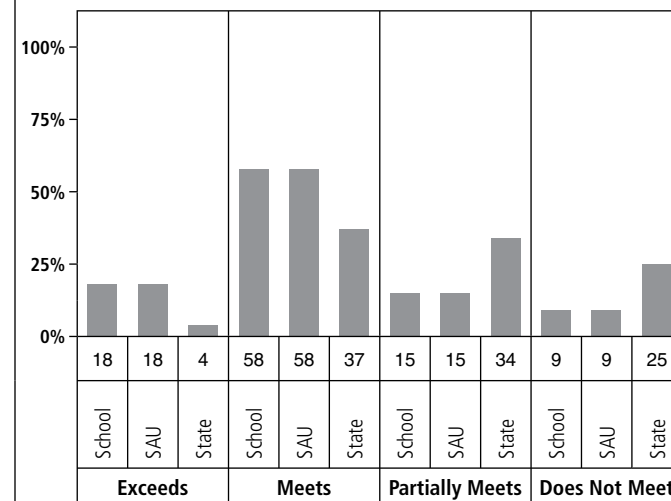
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
Critical Reading 2006–2007 2007–2008	1152 1155	1152 1155	1141 1141
Mathematics 2006–2007 2007–2008	1150 1150	1150 1151	1140 1141
Writing 2006–2007 2007–2008	1156 1155	1156 1155	1141 1140
Science 2007–2008	1148	1148	1141

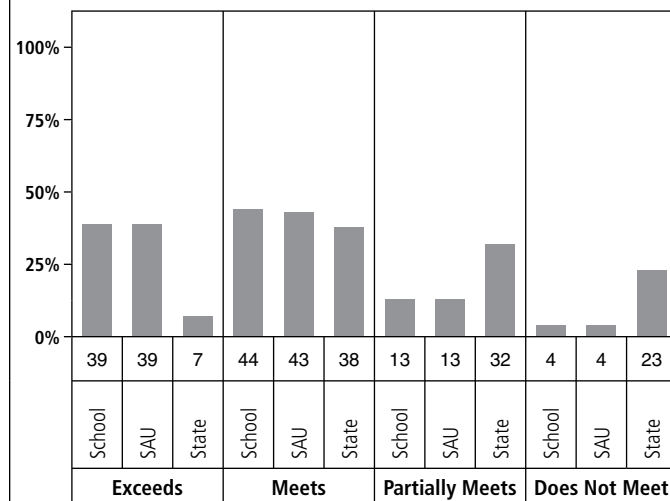
CRITICAL READING



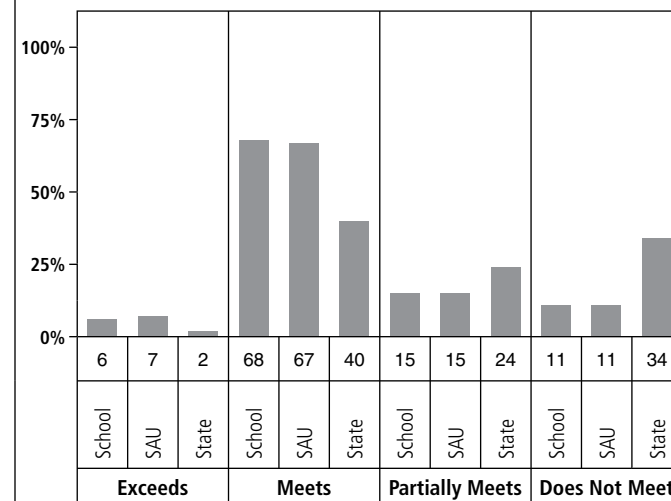
MATHEMATICS



WRITING



SCIENCE



SUMMARY OF STUDENT PARTICIPATION

Test Date: May 2008
SAU: Yarmouth Schools
School: Yarmouth High School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total number of students	126	100	125	100	15604	100	121	96	120	96	14875	96	124	98	123	98	15165	97	121	96	120	96	14869	96	124	98	123	98	14961	96
Ethnicity African American/Black	1	1	1	1	305	2	0	0	0	0	261	86	1	100	1	100	286	95	0	0	0	0	260	86	1	100	1	100	280	93
American Indian or Native Alaskan	1	1	1	1	103	1	0	0	0	0	95	93	1	100	1	100	97	95	0	0	0	0	95	93	1	100	1	100	93	91
Asian or Pacific Islander	0	0	0	0	215	1	0	0	0	0	194	90	0	0	0	0	202	94	0	0	0	0	194	90	0	0	0	0	200	93
Hispanic	1	1	1	1	140	1	1	100	1	100	118	84	1	100	1	100	123	88	1	100	1	100	118	84	1	100	1	100	120	86
Caucasian/White	123	98	122	98	14841	95	120	98	119	98	14207	96	121	98	120	98	14457	98	120	98	119	98	14202	96	121	98	120	98	14268	96
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	14	11	14	11	2247	14	11	79	11	79	2065	93	12	86	12	86	2138	96	11	79	11	79	2060	92	12	86	12	86	2081	93
Current LEP	0	0	0	0	648	4	0	0	0	0	508	79	0	0	0	0	564	87	0	0	0	0	507	78	0	0	0	0	534	83
Economically disadvantaged	3	2	3	2	4028	26	3	100	3	100	3682	92	3	100	3	100	3831	95	3	100	3	100	3679	92	3	100	3	100	3755	94
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100

MODE OF PARTICIPATION ³	Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N %		N %		N %		N %		N %		N %		N %		N %		N %		N %		N %		N %	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Participation without accommodations	111	88	110	88	13042	84	114	90	113	90	13332	85	111	88	110	88	13042	84	114	90	113	90	13192	85
Identified disability (PET/IEP)	4	4	4	4	739	6	5	4	5	4	810	6	4	4	4	4	739	6	5	4	5	4	791	6
LEP	0	0	0	0	399	3	0	0	0	0	456	3	0	0	0	0	399	3	0	0	0	0	436	3
504 plan	0	0	0	0	196	2	0	0	0	0	204	2	0	0	0	0	196	2	0	0	0	0	201	2
Participation with accommodations	10	8	10	8	1623	10	10	8	10	8	1624	10	10	8	10	8	1625	10	10	8	10	8	1567	10
Identified disability (PET/IEP)	7	70	7	70	1117	69	7	70	7	70	1119	69	7	70	7	70	1119	69	7	70	7	70	1088	69
LEP	0	0	0	0	93	6	0	0	0	0	93	6	0	0	0	0	93	6	0	0	0	0	83	5
504 plan	0	0	0	0	58	4	0	0	0	0	58	4	0	0	0	0	58	4	0	0	0	0	55	4
Other	3	30	3	30	367	23	3	30	3	30	366	23	3	30	3	30	367	23	3	30	3	30	353	23
Participation through alternate assessment (PAAP)	0	0	0	0	209	1	0	0	0	0	209	1	0	0	0	0	202	1	0	0	0	0	202	1
Identified disability (PET/IEP)	0	0	0	0	209	100	0	0	0	0	209	100	0	0	0	0	202	100	0	0	0	0	202	100
LEP	0	0	0	0	15	7	0	0	0	0	15	7	0	0	0	0	15	7	0	0	0	0	15	7
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0																		
Approved non-participation – special consideration	0	0	0	0	36	0	0	0	0	0	40	0	0	0	0	0	36	0	0	0	0	0	38	0
Non-participation – other	5	4	5	4	693	4	2	2	2	2	399	3	5	4	5	4	699	4	2	2	2	2	605	4

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

CRITICAL READING RESULTS

Test Date: May 2008
SAU: Yarmouth Schools
School: Yarmouth High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the reading standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within reading at the grade level assessed. Evidence includes responses to multiple-choice items in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws in-depth inferences, analyzes texts for subtle clues, synthesizes information across texts, and uses knowledge of text structures and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 1161-1180)	2005-2006	27	23	28	25	1079	7
	2006-2007	29	24	29	24	1168	8
	2007-2008	44	36	44	37	1184	8
	Cum. Total*	100	28	101	28	3431	8
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to increase comprehension. (scaled score 1141-1160)	2005-2006	68	58	64	56	5697	38
	2006-2007	66	54	65	54	5714	38
	2007-2008	58	48	57	48	5885	40
	Cum. Total*	192	53	186	52	17296	39
Partially Meets the Standards – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to use a variety of reasoning skills and prior knowledge varies depending on the texts as s/he draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to support comprehension. (scaled score 1129-1140)	2005-2006	17	15	17	15	4772	32
	2006-2007	23	19	23	19	4728	31
	2007-2008	15	12	15	13	4093	28
	Cum. Total*	55	15	55	15	13593	30
Does Not Meet the Standards – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often incorrect leaving the impression that the student found it difficult to use a variety of reasoning skills and prior knowledge as s/he draws inferences, identifies summary statements, connects ideas within and across texts, or uses knowledge of text structures and literary devices to support comprehension. (scaled score 1100-1128)	2005-2006	5	4	5	4	3595	24
	2006-2007	4	3	4	3	3444	23
	2007-2008	4	3	4	3	3417	23
	Cum. Total*	13	4	13	4	10456	23

CRITICAL READING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008
SAU: Yarmouth Schools
School: Yarmouth High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	121	44	36	58	48	15	12	4	3	1155	120	37	48	13	3	1155	14579	8	40	28	23	1141
Ethnicity																						
African American/Black	0										0						248	4	21	27	48	1132
American Indian or Native Alaskan	0										0						94	5	27	28	40	1134
Asian or Pacific Islander	0										0						192	4	35	30	31	1138
Hispanic	1										1						115	5	32	26	37	1136
Caucasian/White	120	44	37	58	48	14	12	4	3	1155	119	37	48	12	3	1155	13930	8	41	28	23	1141
Not Reported	0										0						0					
Identified disability																						
Yes	11	0	0	4	36	5	45	2	18	1136	11	0	36	45	18	1136	1823	1	9	24	65	1126
No	110	44	40	54	49	10	9	2	2	1157	109	40	49	9	2	1157	12756	9	45	29	17	1143
Current LEP																						
Yes	0										0						488	3	22	24	52	1132
No	121	44	36	58	48	15	12	4	3	1155	120	37	48	13	3	1155	14091	8	41	28	22	1141
Economically disadvantaged																						
Yes	3										3						3545	3	28	30	39	1134
No	118	44	37	58	49	12	10	4	3	1155	117	38	49	10	3	1155	11034	10	44	27	19	1143
Migrant																						
Yes	0										0						5	20	0	40	40	1136
No	121	44	36	58	48	15	12	4	3	1155	120	37	48	13	3	1155	14574	8	40	28	23	1141
Gender																						
Female	59	12	20	36	61	10	17	1	2	1151	59	20	61	17	2	1151	7237	8	42	30	19	1142
Male	62	32	52	22	35	5	8	3	5	1158	61	52	34	8	5	1158	7342	8	38	26	28	1140
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						103	0	9	30	61	1127
No	121	44	36	58	48	15	12	4	3	1155	120	37	48	13	3	1155	14476	8	41	28	23	1141
Gifted/talented program																						
Yes	0										0						295	48	48	4	0	1161
No	121	44	36	58	48	15	12	4	3	1155	120	37	48	13	3	1155	14284	7	40	29	24	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

Test Date: May 2008
SAU: Yarmouth Schools
School: Yarmouth High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the mathematics standards for achieving Maine's *Learning Results*. Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within mathematics at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL *					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult or unfamiliar problems, and apply complex concepts. (scaled score 1161-1180)	2006-2007 2007-2008	13 22	11 18	13 22	11 18	578 637	4 4
Meets the Standards – The student's work demonstrates an understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to reason, analyze and solve problems, and apply concepts. (scaled score 1141-1160)	2006-2007 2007-2008	86 72	70 58	85 71	70 58	5481 5508	36 37
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems and apply concepts. (scaled score 1133-1140)	2006-2007 2007-2008	17 19	14 15	17 19	14 15	4754 5065	31 34
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and apply concepts. (scaled score 1100-1132)	2006-2007 2007-2008	6 11	5 9	6 11	5 9	4607 3660	30 25

MATHEMATICS RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008
SAU: Yarmouth Schools
School: Yarmouth High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	124	22	18	72	58	19	15	11	9	1150	123	18	58	15	9	1151	14870	4	37	34	25	1141
Ethnicity																						
African American/Black	1										1						274	1	12	31	57	1133
American Indian or Native Alaskan	1										1						96	2	24	30	44	1136
Asian or Pacific Islander	0										0						200	8	37	34	22	1142
Hispanic	1										1						120	3	23	32	43	1138
Caucasian/White	121	22	18	72	60	18	15	9	7	1151	120	18	59	15	8	1151	14180	4	38	34	24	1141
Not Reported	0										0						0					
Identified disability																						
Yes	12	0	0	3	25	4	33	5	42	1137	12	0	25	33	42	1137	1896	0	8	22	70	1130
No	112	22	20	69	62	15	13	6	5	1152	111	20	61	14	5	1152	12974	5	41	36	18	1142
Current LEP																						
Yes	0										0						545	3	16	28	53	1135
No	124	22	18	72	58	19	15	11	9	1150	123	18	58	15	9	1151	14325	4	38	34	24	1141
Economically disadvantaged																						
Yes	3										3						3695	1	22	37	40	1136
No	121	22	18	71	59	17	14	11	9	1151	120	18	58	14	9	1151	11175	5	42	33	19	1142
Migrant																						
Yes	0										0						5	20	20	40	20	1144
No	124	22	18	72	58	19	15	11	9	1150	123	18	58	15	9	1151	14865	4	37	34	25	1141
Gender																						
Female	60	5	8	35	58	15	25	5	8	1147	60	8	58	25	8	1147	7362	3	36	36	24	1140
Male	64	17	27	37	58	4	6	6	9	1154	63	27	57	6	10	1154	7508	5	38	32	25	1141
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						103	0	8	41	51	1134
No	124	22	18	72	58	19	15	11	9	1150	123	18	58	15	9	1151	14767	4	37	34	24	1141
Gifted/talented program																						
Yes	0										0						296	35	59	5	0	1158
No	124	22	18	72	58	19	15	11	9	1150	123	18	58	15	9	1151	14574	4	37	35	25	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

WRITING RESULTS

Test Date: May 2008
SAU: Yarmouth Schools
School: Yarmouth High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the writing standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within writing at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's responses demonstrate skillful ability to select clear, precise sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity, precision and overall effectiveness of a passage. The student's essay demonstrates an effectively developed and insightful point of view on the issue and outstanding critical thinking, with clearly appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 1161-1180)	2005-2006	34	29	35	31	952	6
	2006-2007	36	30	36	30	937	6
	2007-2008	47	39	47	39	962	7
	Cum. Total*	117	33	118	33	2851	6
Meets the Standards – The student's responses demonstrate ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates an effectively developed point of view on the issue and strong critical thinking, with generally appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 1141-1160)	2005-2006	69	59	65	57	6055	40
	2006-2007	71	58	70	58	6167	41
	2007-2008	53	44	52	43	5564	38
	Cum. Total*	193	54	187	53	17786	40
Partially Meets the Standards – The student's responses demonstrate inconsistent ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a developed point of view on the issue and some critical thinking, but may do so inconsistently or with inadequate examples, reasons, or other evidence to support a position. The essay is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 1129-1140)	2005-2006	12	10	12	11	4916	32
	2006-2007	13	11	13	11	4723	31
	2007-2008	16	13	16	13	4679	32
	Cum. Total*	41	11	41	12	14318	32
Does Not Meet the Standards – The student's responses demonstrate limited ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a vague or seriously limited point of view on the issues and weak critical thinking, with inappropriate or insufficient examples, reasons, or other evidence to support a position. The essay is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interfere with understanding the message of the essay. (scaled score 1100-1128)	2005-2006	2	2	2	2	3221	21
	2006-2007	2	2	2	2	3227	21
	2007-2008	5	4	5	4	3376	23
	Cum. Total*	9	3	9	3	9824	22

WRITING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008
SAU: Yarmouth Schools
School: Yarmouth High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	121	47	39	53	44	16	13	5	4	1155	120	39	43	13	4	1155	14581	7	38	32	23	1140
Ethnicity																						
African American/Black	0										0						248	2	19	30	49	1131
American Indian or Native Alaskan	0										0						94	3	19	38	39	1133
Asian or Pacific Islander	0										0						192	6	30	34	30	1137
Hispanic	1										1						115	2	30	36	33	1136
Caucasian/White	120	47	39	53	44	15	13	5	4	1156	119	39	44	13	4	1156	13932	7	39	32	22	1140
Not Reported	0										0						0					
Identified disability																						
Yes	11	0	0	3	27	6	55	2	18	1136	11	0	27	55	18	1136	1825	1	7	23	69	1125
No	110	47	43	50	45	10	9	3	3	1157	109	43	45	9	3	1157	12756	7	43	33	17	1142
Current LEP																						
Yes	0										0						488	3	19	29	49	1131
No	121	47	39	53	44	16	13	5	4	1155	120	39	43	13	4	1155	14093	7	39	32	22	1140
Economically disadvantaged																						
Yes	3										3						3546	2	25	35	38	1134
No	118	47	40	53	45	13	11	5	4	1156	117	40	44	11	4	1156	11035	8	42	31	18	1142
Migrant																						
Yes	0										0						5	20	0	20	60	1131
No	121	47	39	53	44	16	13	5	4	1155	120	39	43	13	4	1155	14576	7	38	32	23	1140
Gender																						
Female	59	18	31	30	51	10	17	1	2	1154	59	31	51	17	2	1154	7239	8	43	33	17	1142
Male	62	29	47	23	37	6	10	4	6	1157	61	48	36	10	7	1157	7342	6	34	31	30	1138
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						103	0	7	39	54	1128
No	121	47	39	53	44	16	13	5	4	1155	120	39	43	13	4	1155	14478	7	38	32	23	1140
Gifted/talented program																						
Yes	0										0						295	42	53	4	0	1159
No	121	47	39	53	44	16	13	5	4	1155	120	39	43	13	4	1155	14286	6	38	33	24	1139

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE RESULTS

Test Date: May 2008
SAU: Yarmouth Schools
School: Yarmouth High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the science standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within science at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL*					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 1161-1180)	2007-2008	8	6	8	7	300	2
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 1141-1160)	2007-2008	84	68	83	67	5927	40
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 1135-1140)	2007-2008	18	15	18	15	3544	24
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 1100-1134)	2007-2008	14	11	14	11	4988	34

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	15	27	8.40	56.0	8.38	55.9	6.41	42.7
Cluster 2: Physical Sciences	14	25	9.05	64.6	9.07	64.8	6.22	44.4
Cluster 3: Earth and Space Sciences	14	25	6.97	49.8	6.97	49.8	5.04	36.0
Cluster 4: Nature and Implications of Science	13	23	8.76	67.4	8.74	67.2	6.59	50.7

Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine's 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MHSA measures a grade span expectation, which can be found at <http://www.maine.gov/education/salt/gles.htm>.

SCIENCE RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008
SAU: Yarmouth Schools
School: Yarmouth High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	124	8	6	84	68	18	15	14	11	1148	123	7	67	15	11	1148	14759	2	40	24	34	1141
Ethnicity																						
African American/Black	1										1						269	0	20	14	65	1134
American Indian or Native Alaskan	1										1						92	1	24	28	47	1138
Asian or Pacific Islander	0										0						199	3	36	25	36	1140
Hispanic	1										1						118	1	26	19	54	1136
Caucasian/White	121	8	7	84	69	17	14	12	10	1148	120	7	69	14	10	1148	14081	2	41	24	33	1141
Not Reported	0										0						0					
Identified disability																						
Yes	12	0	0	4	33	1	8	7	58	1138	12	0	33	8	58	1138	1879	0	11	17	72	1133
No	112	8	7	80	71	17	15	7	6	1149	111	7	71	15	6	1149	12880	2	44	25	28	1142
Current LEP																						
Yes	0										0						519	1	18	19	62	1134
No	124	8	6	84	68	18	15	14	11	1148	123	7	67	15	11	1148	14240	2	41	24	33	1141
Economically disadvantaged																						
Yes	3										3						3651	1	26	24	49	1137
No	121	8	7	83	69	17	14	13	11	1148	120	7	68	14	11	1148	11108	3	45	24	29	1142
Migrant																						
Yes	0										0						5	20	40	40	0	1146
No	124	8	6	84	68	18	15	14	11	1148	123	7	67	15	11	1148	14754	2	40	24	34	1141
Gender																						
Female	60	2	3	36	60	13	22	9	15	1146	60	3	60	22	15	1146	7277	1	37	26	36	1140
Male	64	6	9	48	75	5	8	5	8	1150	63	10	75	8	8	1150	7482	3	43	22	32	1141
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						100	1	5	22	72	1133
No	124	8	6	84	68	18	15	14	11	1148	123	7	67	15	11	1148	14659	2	40	24	34	1141
Gifted/talented program																						
Yes	0										0						296	13	80	5	3	1152
No	124	8	6	84	68	18	15	14	11	1148	123	7	67	15	11	1148	14463	2	39	24	34	1140

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